

UNIVERSITY OF WISCONSIN – MADISON

ASIANLANG 507 & 508 SYLLABUS – SEASSI 2021

ADVANCED VIETNAMESE (6 CREDITS)

Coordinator:

Cô Hồng

Instructors:

Cô Hồng, cô Trâm, Cô Thúy Anh

Class meeting time:	10 am-2pm (ct) on zoom in synchronous format
Access class:	
Virtual office hours:	2:10 pm-5:10 pm (ct) monday- friday
Sign in for office hours:	
Access virtual office hour:	
E-mail and individual zoom	<p>Cô Hồng: email</p> <p>Cô Trâm: email</p> <p>Cô Thúy Anh: email</p>

COURSE OVERVIEW

This course is designed for students at the post-intermediate level who have finished the fifth semester Vietnamese or have an equivalent level of proficiency. The course is aimed at enhancing students' more advanced skills in reading and listening comprehension as well as the competence to present or debate by using students' knowledge of the language and the variety of aspects of the country of Vietnam. Students continue to read authentic selections from newspapers, magazines about current issues of Vietnam and the world and modified literary excerpts as well. The curriculum will engage students in frequent debates, oral presentations on assigned topics and topical discussions. Expository writing will also be required.

Classes will be conducted entirely in Vietnamese. After each class, students will be given various assignments that reinforce classroom material, such as homework on vocabulary, grammar, written or an independent or group project.

Throughout the course the methodology of communicative approach is used to ensure that students will obtain a high level of linguistic and communicative competence. **Vietnamese is the language of instruction so questions and concerns that require using English are given after class time and during office hours.**

LEARNING OUTCOMES

Upon completion of this course, students will be able to

Interpersonal communication:

- Exchange general information on topics out of field of interest
- Handle a complication of unexpected turn of events

Presentational communication (speaking and writing):

- Summarize movies, plays, news programs, stories, etc.
- Deliver organized presentations appropriate to their audience on topics relating to general interest, academic, and familiar professional topics
- Write formal and informal compositions

Interpretive communication (listening and reading):

- Identify main ideas and supporting details of texts from mass media on topics of personal and general interest
- Follow stories and descriptions of events, persons, and places in past, present and future
- Follow narrative, informal, and descriptive speech or text

INSTRUCTIONAL MATERIALS:

Recommended:

1. Vietnamese Advanced Reading Comprehension for Foreigners.

Writers: Hwang Gwi Yeon, Trịnh Cẩm Lan, Nguyễn Khánh Hà.

2. Vietnamese, An Essential Grammar

Author: Binh Ngo

Isbn 978-1-138-21070-7

Handouts and other sources:

Handouts, selected from culturally authentic sources that may include blogs, songs, poems, short stories, Online newspaper/magazine articles, ads, photos, etc. Other sources may include movies, video clips, guest Speakers, etc.

COURSE POLICIES

- **Be on time.** If you cannot be early, be on time. Let the moderator know if you are going to be late or absent.
- **Be professional.** You are having a class with your teacher, classmates, and guest experts. Make a good impression. Take a few minutes to make yourself presentable and dress appropriately.
- **Take an active part.** Do not talk over someone. Raise your hand if there is no opening to speak. Type questions and feedback in the chat.
- **Mute your microphone** when not speaking.
- **Turn on your camera** during class time.

- **Make sure to test the audio and video** before the session starts.
- **Use a private, in-home workspace that is well-lit.**
 - o Be sure that there is nothing visually distracting in the background.
 - o Minimize the background noise, e.g., barking dogs, sounds from television or radio.

COURSE REQUIREMENTS

- Students are obligated to preview and read vocabulary explanations and grammar notes of an assigned lesson prior to coming to class.
- Students are encouraged to discuss with the instructor after class at office hours about any point of confusion.

GRADING

Preparation & performance		10%	A : 100 – 92
Homework & assignments		20%	AB : 91 – 88
Quizzes		30%	B : 87 – 82
Task based projects		20%	BC : 81 – 78
Blog writing		10%	C : 77 – 72
Finals	Oral (OPI format): 5%	10%	D : 71 – 62
	Written: 5%		F : ≤ 61

- **Preparation & performance:** The linguistic performance in class grade (10%) will be reduced for not fully participating in class activities or skipping a class activity.
- **Homework and assignments:** There will be exercises in the textbook and assignments given by the instructors. Homework and assignments are to be turned in by the due dates on **CANVAS**. Handwritten or typing are acceptable, but file formats should be **word, pdf, or jpg**. The homework and assignments grade (20%) will be reduced for missing or late submission. **2 day** late homework will not be graded.
- **Quizzes:** There are 6 quizzes in **1st, 2nd, 3rd, 5th, 6th, and 7th** week. Each quiz is 20-30 minutes including written and oral and covers what was taught up to the date that is before the quiz date.
- **Final exams:** There are 2 final exams in the **4th and 8th** week. Each exam includes a written test and a 20-30 minute Oral Interview in OPI format with the teacher.
- **Task based projects and block writing:** There is one task based project and 4 blog entries each semester. Please see the guidelines in the Module 0 for more information

COURSE SCHEDULE

(Subject to change)

FIRST SEMESTER	
Time	Lessons & objectives (After this lesson, you will learn and be able to...)
Week 1 *06/15, 16, 17, 18 Cô Trâm	TOPIC: ĐẤT NƯỚC VIỆT NAM (THE COUNTRY OF VIETNAM) 1. ĐỊA LÝ VIỆT NAM (THE GEOGRAPHY OF VIETNAM) ❖ Identify terminologies in the field of geography ❖ Identify the geography of vietnam ❖ Discuss and present the geography of a state or a country 2. HÀ NỘI (HANOI) ❖ Describe architecture, attractions, and specialties of hanoi, the capital of vietnam ❖ Understand the history of hanoi ❖ Introduce a city or the capital of a state or a country 3. SÔNG NƯỚC PHƯƠNG NAM (MEKONG RIVER DELTA) ❖ Identify unique features of the villages in mekong river delta ❖ Describe floating markets ❖ Introduce a local uniqueness in a state or a country
	Quiz 1
	TOPIC: TRAVEL AND TOURISM 1. NHỮNG ĐIỀU CẦN BIẾT KHI ĐI DU LỊCH Ở VIỆT NAM (THINGS TO WHILE TRAVELLING IN VIETNAM) ❖ Identify the procedure to travel to another country ❖ Discuss the do & dont during travel time ❖ Present and discuss about travel experience 2. QUÁN VỈA HÈ (FOOD CARTS ON SIDEWALK) ❖ Identify markets, street life and activities in cities in vietnam ❖ Discuss the activities and expand vocabulary about life in vietnam 3. XÍCH LÔ HÀ NỘI (CYCLO IN HANOI) ❖ Identify the transportation topic and tourist icons of a place ❖ Discuss and compare transportation and development in the urban life context
Week 2 06/21, 22, 23, 24, 25 Cô Thúy Anh	Quiz 2

<p>Week 3 06/28, 29, 30, 07/01, 2</p> <p>Cô Hồng</p>	<p>TOPIC: CULTURE AND TRADITION (VĂN HÓA VÀ PHONG TỤC)</p> <p>1. GIA ĐÌNH VIỆT NAM (VIETNAMESE FAMILY)</p> <ul style="list-style-type: none"> ❖ Identify and discuss the traditional perspectives of the Vietnamese about getting ❖ Married, the role of each member, gender equality ❖ Discuss the pro and cons of each type of family ❖ Compare the structure of the Vietnamese traditional family to your own.- explain some ❖ Explain some common proverbs, idioms about family ❖ Do a presentation on topic family <p>2. TÊN VÀ CÁCH ĐẶT TÊN CỦA NGƯỜI VIỆT (NAMES OF THE VIETNAMESE AND HOW THEY NAME THEIR CHILDREN)</p> <ul style="list-style-type: none"> ❖ Distinguish 3 parts of Vietnamese names and functions of each part following paternalism. ❖ Identify most common family names and its reasons, the history of Vietnamese names, and the influence of other cultures on Vietnamese's name ❖ Explain how Vietnamese children get their names, and why some Vietnamese people had an ugly name ❖ Compare and contrast the naming culture of vietnam to their own <p>3. GIỖ (DEATH ANNIVERSARY)</p> <ul style="list-style-type: none"> ❖ Identify the perspectives of Vietnamese about worship. ❖ Describe and explain death's anniversary of the Vietnamese ❖ Compare how people in different cultures commemorate their ancestors. ❖ Summarize a short video clip about giỗ. <p>Quiz 3</p>
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<p>*Week 4 07/ 6, 7, 8, 9</p> <p>Cô Trâm</p>	<p>TOPIC: NGHỆ THUẬT VIỆT NAM (VIETNAMESE ARTS & LITERATURE)</p> <ol style="list-style-type: none"> MÚA RỐI NƯỚC (WATER PUPPETRY) <ul style="list-style-type: none"> ❖ Describe water puppetry in vietnam regarding stage, theme of kits, music, making ect. ❖ Talk and discuss about a puppet performance ❖ Introduce a traditional performance CHÈO (TRADITIONAL STAGE) <ul style="list-style-type: none"> ❖ Identify stage terms ❖ Describe traditional stage in term of plot, characters, performance ❖ Talk and discuss about a stage performance TRANH VIỆT NAM (VIETNAMESE PAINTING) <ul style="list-style-type: none"> ❖ Have an overview of Vietnamese traditional and modern painting ❖ Describe the way to make a traditional painting ❖ Talk and discuss about the role of painting in life <p>Final 1</p>
SECOND SEMESTER	
<p>Week 5 07/12, 13, 14, 15, 16</p> <p>Cô Thúy Anh</p>	<p>TOPIC: FOOD AND CUISINE</p> <ol style="list-style-type: none"> BỮA ĂN HÀNG NGÀY (DAILY MEALS) <ul style="list-style-type: none"> ❖ Identify and learn the food and meals in vietnam ❖ Compare and discuss gastronomy and the cultural meaning of food in the family PHỞ HÀ NỘI (PHO IN HANOI) <ul style="list-style-type: none"> ❖ Identify the cultural meaning of phở as the Vietnamese traditional and iconic food ❖ Discuss, compare, and present the iconic cuisine of the world BIA HƠI VỚI NGƯỜI HÀ NỘI (DRAFT BEER AND HANOI PEOPLE) <ul style="list-style-type: none"> ❖ Identify the social activities (drinking culture in vietnam) ❖ Discuss, compare, and debate about the cultures and norms around the world <p>Quiz 4</p>

<p>Week 6 07/19, 20, 21, 22, 23</p> <p>Cô Hồng</p>	<p>TOPIC: FOLKTALE, VIETNAMESE NEW YEAR</p> <p>1. TRUYỀN THUYẾT CON RỒNG CHÁU TIÊN (LEGEND OF DESCENDANT OF FAIRY AND DRAGON)</p> <ul style="list-style-type: none"> ❖ Explain the root of Vietnamese and 54 ethnic groups in Vietnam ❖ Describe in detail how to make “cơm lam” ❖ Narrate the story on behalf of a character in the story ❖ Discuss the marriage of 2 main characters in the legend: Lạc Long Quân and Âu Cơ ❖ Tell a legend regarding how a country, a nation or a race was created or formed <p>2. SỰ TÍCH TÁO QUÂN (LEGEND OF KITCHEN GODS)</p> <ul style="list-style-type: none"> ❖ Narrate in detail the legend of kitchen gods ❖ Explain in detail the custom of worshipping kitchen gods ❖ Debate if a big ceremony with a lot of offerings to see of kitchen gods is a bribe. ❖ Compare and contrast the legend you read to another version ❖ Narrate a legend related to a custom of a nation or a country. <p>3. TẾT NGUYÊN ĐÁN (VIETNAMESE NEW YEAR)</p> <ul style="list-style-type: none"> ❖ Explain most important customs of Tet, Vietnamese new year, such as “mừng tuổi”, “cúng giao thừa”, “đi hái lộc”, “xông nhà”, etc. ❖ Describe and explain some taboos on new year ❖ Describe how the Vietnamese celebrate Tet ❖ Compare and contrast the Vietnamese new year to your own ❖ Explain the “mâm ngũ quả” (new year fruit tray), the Vietnamese zodiac <p>Quiz 5</p>
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<p>Week 7 07/26, 27, 28, 29, 30</p> <p>Cô Trâm</p>	<p>XÃ HỘI VIỆT NAM (VIETNAMESE SOCIETY)</p> <ol style="list-style-type: none"> 1. NGƯỜI CAO TUỔI VIỆT NAM TRONG THIÊN NIÊN KỶ MỚI (VIETNAMESE ELDERLY IN THE NEW MILLENNIUM) <ul style="list-style-type: none"> ❖ Identify old standard populations and terminologies about population ❖ Talk about the standard population of some countries and continents ❖ Talk and discuss programs/events which support old people 2. VAI TRÒ CỦA ĐÀN ÔNG VÀ PHỤ NỮ TRONG GIA ĐÌNH VIỆT NAM (ROLES OF MEN AND WOMEN IN VIETNAMESE FAMILY) <ul style="list-style-type: none"> ❖ Identify the terms referring to inequality and inequity ❖ Describe roles of men and women in Vietnamese traditional families ❖ Discuss and debate opinions to promote gender equality 3. NGƯỜI MỸ GÓC VIỆT (AMERICAN VIETNAMESE) <ul style="list-style-type: none"> ❖ Distinguish 1st and 2nd generation Vietnamese American, 1st and 2nd waves of refugees ❖ Distinguish the type of Vietnamese refugees, their hardships and risks when fled to the us ❖ Acknowledge vietnamese american achievements <p>Quiz 6</p>
<p>Week 8 08/2, 3, 4, 5, 6</p> <p>Cô Thúy Anh</p>	<p>TOPIC: CONTEMPORARY ISSUE- SOCIOECONOMIC DEVELOPMENT</p> <ol style="list-style-type: none"> 1. Y TẾ VÀ SỨC KHỎE <ul style="list-style-type: none"> ❖ Identify the healthcare issue in the world today (pandemic, health insurance) ❖ Compare the health care system ❖ Discuss and debate on health issue (masks, vaccination, social distancing) 2. KINH TẾ VÀ PHÁT TRIỂN <ul style="list-style-type: none"> ❖ Study the economic terms and the historical period of economic development ❖ In vietnam (đổi mới, đầu tư, hội nhập, toàn cầu hóa) ❖ Discuss and debate on economic development and environment issues 3. GIÁO DỤC VÀ NGHỀ NGHIỆP <ul style="list-style-type: none"> ❖ Study and build up vocabulary on education and occupation ❖ Discuss and present about job market and job application ❖ Debate and compare different education systems <p>Tasked based project presentation.</p> <p>Final 2</p>

Rules, rights & responsibilities

See the guide's [rules, rights and responsibilities](#)

Academic integrity

By enrolling in this course, each student assumes the responsibilities of an active participant in uw-madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the office of student conduct & community standards for additional review.

For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

Accommodations for students with disabilities

McBurney disability resource center syllabus statement: “the university of wisconsin-madison supports the right of all enrolled students to a full and equal educational opportunity. The americans with disabilities act (ada), wisconsin state statute (36.12), and uw-madison policy (faculty document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [i], will work either directly with the student [you] or in coordination with the mcburney center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under ferpa.”

[Http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php](http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php)

Diversity & inclusion

Institutional statement on diversity: “diversity is a source of strength, creativity, and innovation for uw-madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The university of wisconsin-madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve wisconsin and the world.” <https://diversity.wisc.edu/>